

School's name	Swanwick Primary School
Date: 17/06/21	Pupil Premium Strategy 2021-22

Summary			
Eligibility			
School's pupil premium grant allocation (total amount)	£113,530	Number	Percentage
Total number of pupils on roll	404	81 (incl 3 service)	20%
		28	6.90%
		2	0.49%

Barriers	
<b>Academic</b>	
1.	Reading - fluency and comprehension, phonic knowledge, decoding, lack of reading at home
2.	Maths - difficulty with the language of reasoning and being able to apply learning to problem solve multi step problems
3.	Writing - significant gaps due to less writing being undertaken during lockdown, lack of understanding of how to apply skills to the context of writing genres and structuring a written response
<b>Behaviour and attitudes</b>	
4.	Attendance
5.	Levels of self-control, resilience
6.	Attitudes to school and learning
<b>Personal development (including social and emotional health and wellbeing)</b>	
7.	Eat healthily, maintain an active lifestyle and keep physically and mentally healthy. An age-appropriate understanding of healthy relationships
8.	Confidence and emotional resilience
9.	Life experiences, skills in working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Their understanding of fairness or equality at an age appropriate level
Date(s) of review(s) of PPS impact: Jun-22	

Pupil premium plan							
	Barrier	Desired outcome.	Actions (evidence/rationale)	Timescales (include milestones) Person responsible	Monitoring and evaluation	Success criteria	Costings
Academic	Reasons for the approaches taken: Record the evidence used to inform the choice of approach, for example, academic research, evidence of impact summaries produced by the EEF or lessons learned from previous year's PPS (school's own or others). Ensure that every barrier identified.						
	Barriers	A description of what the school wants eligible pupils, and other pupils, to be able to do as a result of the following actions.	The actions taken to ensure this happens (evidence/rationale).	Responsible for implementing the approach. When they will be required to report on impact.	Leader with oversight of the PPS or this element of it. Evidence is required and evaluated.	The number/ percentage that need to achieve success for this to be judged successful.	
	<b>Reading, Vocabulary, Spelling and Writing</b>  Pupils do not have the opportunity and support at home to read widely and frequently  Pupils can learn spellings in isolation, but find it a challenge to spell when applying to their writing  Pupils who do not read frequently have a poor understanding of vocabulary across the curriculum and this impacts their ability to use this in their writing  Pupils have difficulty in organising their ideas verbally which impacts their ability to structure their writing  Pupils have problems in articulating speech sounds  Pupils have difficulty understanding written or verbal instructions  Pupils have difficulty processing and understanding information  Pupils writing is impacted by the lack of wider reading undertaken	Pupils are reading age appropriate books with understanding and are able to communicate this both verbally and in writing  % achieving the Y1 phonic screen is in line with national; and pupils apply spelling strategies independently  Pupils (especially those in EYFS and Yr 1) will develop speech and language skills in keeping with a GLD  Pupils' vocabulary is broader; they show greater comprehension when reading and use a wider range when writing  Pupils working below ARE, make accelerated progress with RWM, so that the gap between them and their peers narrows	Quality First Teaching to include 1:1 reading, additional adult support, adjustments to learning environment, differentiated teaching and learning, comprehension support, explicit teaching of comprehension skills through use of VIPERS, use of No Nonsense Spelling and THRASS approaches, effective communication and workshops with parents to upskill their understanding etc (identified within several EEF interventions as having moderate to high impact, also based on progress made in speech and language through the programme over recent years and research around the benefits of early intervention in areas such as speech and language/oracy and the knock on effect on other areas of learning)  Group phonic and spelling support (identified in EEF toolkit has having a moderate impact +4, small group work has been an effective strategy used over many years with high quality input from a teacher)  Group language interventions e.g. LEGO therapy, No Pens Days (identified in EEF toolkit as having moderate impact +5)  Use of Speech Link and Language Link subscriptions and two specialist SALT TAs to implement the programme in EYFS and Year (Early Years interventions identified in EEF toolkit as being moderate impact +5)  Bedtime reading events  Breakfast reading events  Tapestry is used to share resources, communicate with parents outside of EYFS and Year 1 who are still receiving speech and language intervention (parents are kept up to date with therapy sessions and are sent resources to support this at home. Feedback from parents has been very positive, particularly when their children are unable to tell them what they have been doing and what they need to practise)  Whole staff INSET to look at the writing approach so that it is supportive of the gaps in writing.	Led by MH (English Lead), SM (Phonics Lead), MW (SEND/CO), SLT.  Implemented by all teaching staff and teaching assistants.  Teachers to report termly through ECS meetings which informs the Provision Map.  Half-termly reviews of SALT with SEND/CO/TAs  Formal assessments at the end of the year.	MH - English Lead  MW - SENDCO  SLT	70%	QFT £31235.30  Curriculum Time for English Lead and Booster groups (half a day each week) = £2916.50  Speech and Language Link Subscriptions = 153 + 234 = £387  Speech and Language Intervention (TA led) = 2 x 4 x 5 weekly = £5070  Extra Tapestry logins/licenses £60

	<p><b>Maths</b></p> <p>A lack of understanding of how to approach reasoning in maths due to their poor reading comprehension skills.</p> <p>ARE Times Table knowledge is poor</p> <p>In KS1, knowledge of number bonds to 10, 20, 100 is poor</p> <p>Pupils find it difficult to transfer their mathematical fluency in number operations to reasoning questions</p>	<p>Pupils are able to show their understanding of mathematical concepts through written expression</p> <p>Pupils working below ARE, make accelerated progress with maths, so that the gap between them and their peers narrows</p> <p>Pupils become proficient in using and understanding times tables and can be used to problem solve and applied to reasoning activities successfully</p>	<p>Quality First Teaching to include additional adult support/deployment, adjustments to learning environment, differentiated teaching and learning, group support, access to practical resources, explicit teaching of mathematical comprehension skills through underlining key words in reasoning questions, effective use of maths display to explain, prove, draw and make, use of enable tables to promote a multi-sensory approach to learning, effective communication and workshops with parents to upskill their understanding etc (<b>identified within several EEF interventions as having moderate to high impact, supporting parental engagement and understanding so that they can support homework</b>)</p> <p>Coaching of staff by Maths Lead (<b>to ensure teaching and expectations are consistently high through the school and to support adapting practice to further support disadvantaged learners</b>)</p> <p>Y4/5 Booster Group led by Maths Lead (<b>small group support identified in EEF toolkit as having moderate impact +4 and meta-cognition high impact +7</b>)</p> <p>Maths Mastery Approach using White Rose Maths (<b>mastery approach to learning identified in EEF as moderate impact +5</b>)</p>	<p>ABH Maths Lead to use Subject time to connect with classes and monitor assessments across the school.</p> <p>SLT to evaluate progress through data and discussions at ECS meetings and with Maths lead</p> <p>Implemented by all teaching staff and teaching assistants day to day</p> <p>Teachers to report termly through ECS meetings which informs the Provision Map.</p> <p>Formal assessment at the end of the year.</p>	<p>MW-SENCo</p> <p>ABH - Maths Lead</p> <p>SLT</p>	<p>70%</p>	<p>QFT <b>£31235.30</b></p> <p>Curriculum Time (half a day each fortnight) = <b>£2916.50</b></p> <p>Booster Group Year 5 1 x pm weekly = <b>£5986.50</b> (based on one afternoon of CT time per week)</p>
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Sub Total

£79,807.10

**Pupil premium plan**

**Behaviour and attitudes**

Reasons for the approaches taken:

Record the evidence used to inform the choice of approach, for example, academic research, evidence of impact summaries produced by the EEF or lessons learned from previous year's PPS (school's own or others).

Ensure that every barrier identified.

	Barrier	Desired outcome.	Actions (evidence/rationale)	Timescales (include milestones) Person responsible	Monitoring and evaluation	Success criteria	Costings
Behaviour and attitudes		A description of what the school wants eligible pupils, and other pupils, to be able to do as a result of the following actions.	The actions taken to ensure this happens.	Responsible for implementing the approach.  When they will be required to report on impact.	Leader with oversight of the PPS or this element of it.  evidence is required and evaluated.	The number/ percentage that need to achieve success for this to be judged successful.	
	<p><b>Attendance and punctuality</b></p> <p>Persistent lateness means that children don't get a settled start to the morning, missing important input. This also impacts on other children</p> <p>Persistent absenteeism causes gaps in learning and resilience.</p> <p>Both of these issues impact children's mental health, wellbeing, confidence and self-esteem.</p>	<p>Number of late and persistent absentees reduces</p> <p>Pupils accept support and use strategies to manage conflict, anxiety &amp; problems</p>	<p>Weekly summaries of attendance to ascertain regular lateness or absence, meet and greet at the gate, outreach work with families around routines, expectations of punctuality and attendance, support with transport to ensure pupils can attend school, monitoring of children who frequently feel unwell/are sent home through illness (<b>previous internal analysis as showed a positive impact on attendance with close monitoring, early intervention and maintaining close links with most disadvantaged families</b>)</p> <p>Breakfast Club (<b>previous internal evidence has shown that by supporting a positive and punctual start to the day, this has a positive knock on effect to learning</b>)</p> <p>Use of My Concern to keep a chronology (<b>over recent years this has been a vital support in developing chronologies around our most disadvantaged pupils and their families around attendance</b>)</p>	<p>SLT to monitor through their termly PPM Meetings</p> <p>VB to monitor registers throughout week and alert SLT/Safeguarding leads</p> <p>Safeguarding leads and Pastoral Lead/FRW to connect with families who are persistently absent to support (daily if necessary)</p> <p>SLT and Pastoral Leads to identify children who may benefit from Breakfast Club support</p> <p>Staff to input attendance concerns onto MyConcern daily</p>	<p>SLT</p> <p>VB/HS/RC (SWO/DDSL/FSW)</p>	<p>70%</p>	<p>Family Resource Worker (external) <b>£2677</b></p> <p>Pastoral Lead (internal) <b>£4505</b></p> <p>Breakfast Club Places at a subsidised cost of £2 per child per day x 10 places = <b>£3900p/a</b></p> <p>MyConcern <b>£835.91</b></p> <p>SchoolWelfare Officer <b>£3606</b></p>
	<p><b>Emotional resilience</b></p> <p>Lack of emotional resilience to:</p> <ul style="list-style-type: none"> <li>-try new things</li> <li>-make mistakes</li> <li>-resolve conflict</li> <li>-concentrate</li> <li>-build and maintain positive relationships</li> <li>-have a growth mindset</li> </ul>	<p>Pupils are resilient &amp; able to learn</p> <p>Pupils concentrate and are engaged throughout lessons</p> <p>Pupils feel understood and in control of themselves</p> <p>Pupils showing self-managing behaviours</p> <p>Pupils accept support and use strategies to manage conflict, anxiety &amp; problems</p> <p>Pupils will develop strategies, which support them in overcoming or enable them to work with the difficulties they have</p>	<p>Ppod to support pupils (in school) and parents (at home) in emotional regulation, therapeutic stories, social support, conflict resolution, self-esteem, working with parents as often as required (daily, weekly, drop in etc) (<b>social and emotional learning identified by EEF toolkit as having moderate impact +4 and behaviour interventions +3, previous internal action research has shown the impact that working pastorally has on pupils and their families, particularly those who are disadvantaged</b>)</p> <p>Support with key transition points (internally and externally) including enhanced transition for those who need it (<b>proven over recent years to make a positive difference to pupils who struggle with key transition points due to personal circumstances, family situation etc</b>)</p> <p>Introduction of new PSHE scheme (<b>focus more on measures to improve emotional resilience and development of child holistically so that they are able to problem solve, know where to go for help, resolve conflict, develop positive relationships etc</b>)</p>	<p>Teachers in class to monitor wellbeing in class and support through conversations or mini lessons on a day to day basis</p> <p>Teachers to implement new RSE scheme and RSE Lead to monitor impact termly</p> <p>Teachers to update My concern on day to day basis</p> <p>Escalate to Safeguarding leads and Pastoral Lead if further support is needed - half termly monitoring of impact by Pastoral Lead and SLT</p>	<p>HH (RSE/PSHE lead)</p> <p>HS</p> <p>SLT</p>		<p>Pastoral Lead (as costed above)</p>

	<p><b>Social capital</b></p> <p>C19 has had a big impact on the number of children eligible for Pupil Premium.</p> <p>Family circumstances (split families, bereavement, change in circumstances, access to housing, food and other basic needs)</p> <p>Absent parents (armed forces, ill, live a distance away)</p>	<p>Pupils require less external motivation but show determination and drive themselves (engagement in lessons; response to feedback in books; engagement in wider school activities)</p> <p>Families are supported to manage difficult times through the use of Ppod strategies/resources and take up signposting to external agencies for more long term support</p> <p>Parents feel they can use school to support them and their children</p>	<p>Uniform vouchers (<b>supports disadvantaged students to feel a sense of belonging and part of the school community, prevents social isolation, maintains levels of confidence and self-esteem, identified in EEF Toolkit as low impact but for reasons identified it inevitably has an impact on engagement levels in class</b>)</p> <p>Subsidised school trips and residential (tendency for disadvantaged pupils to have limited opportunities to access wider cultural and social events, trips etc, based on the success of supporting previous trips, it is felt that the children are able to discover skills they didn't know they had and develop aspirations)</p> <p>Ppod support - through family breakdown, provision of food vouchers, signposting to other support agencies, help with housing, wellbeing calls and home visits. etc. (<b>internal evidence and analysis shows how supporting whole families during times of crisis and unrest can impact significantly on a pupil's mental health, attendance and ultimately ability to engage with learning</b>)</p>	<p>Uniform vouchers issued annually</p> <p>Annual trips (pantomime, class trips and residential)</p> <p>Pastoral support as and when required can be long and short term</p>	<p>HS</p> <p>SLT</p>	<p>80 x E43 uniform package for 81 children (2 sweatshirts, 2 polo shirts) = <b>£3483</b></p> <p>Family Resource Worker and Pastoral Lead support (<b>as already costed above</b>)</p> <p><b>Trips/residential</b></p> <p>81 x E9 (panto) = <b>£729</b></p> <p>14 x E100 (Y6 res) = <b>£1400</b></p> <p>81 x E9 (further class trip for each class) = <b>729</b></p>
Sub-total						£21,864.91

**Pupil premium plan**

**Personal development**

Reasons for the approaches taken:

Record the evidence used to inform the choice of approach, for example, academic research, evidence of impact summaries produced by the EEF or lessons learned from previous year's PPS (school's own or others).

Ensure that every barrier identified.

	Barrier	Desired outcome.	Actions (evidence/rationale)	Timescales (include milestones) Person responsible	Monitoring and evaluation	Success criteria	Costings
Personal development		A description of what the school wants eligible pupils, and other pupils, to be able to do as a result of the following actions.	The actions taken to ensure this happens.	Responsible for implementing the approach.  When they will be required to report on impact.	Leader with oversight of the PPS or this element of it.  evidence is required and evaluated.	The number/ percentage that need to achieve success for this to be judged successful.	
	<p><b>Cultural Capital &amp; Aspirations</b></p> <p>The nature of the local community means that pupils' access to a diverse society and cultural experiences is limited.</p>	<p>Children's awareness, of the variety of opportunities they have now and in the future, is raised and they develop an attitude of self-challenge to achieve these</p> <p>Pupils require less external motivation but show determination and drive</p>	<p>Access to Forest Schools to experience outdoor learning, life skills, social interaction and problem solving (<b>collaborative learning identified in EEF toolkit as having moderate impact +5, outdoor adventure learning moderate impact +4 and peer tutoring as having moderate impact +5, children have benefitted hugely from Forest Schools over previous years learning practical and social skills to equip them throughout their lives</b>)</p> <p>Trips to Places of Worship, Theatre, Links with University and Local Industries (<b>tendency for disadvantaged pupils to have limited opportunities to access wider cultural and social events, trips etc, based on the success of supporting previous trips, it is felt that the children are able to discover skills they didn't know they had and develop aspirations</b>)</p> <p>Hot House to deliver weekly music sessions to Y4 to deliver musicality, knowledge of orchestral instruments playing an instrument and music reading (<b>Arts participation identified in EEF Toolkit as positive intervention, previous music tuition has enabled disadvantaged students to try new things and access learning that they otherwise wouldn't have</b>)</p>	<p>TD/LB leading and reviewing Forest school sessions weekly</p> <p>Teachers organising annual trips, residential etc</p> <p>Music Co-ordinator to measure impact of Hot House</p>	<p>SLT</p> <p>SP</p>	70%	<p>Hot House <b>£3000</b></p> <p>Forest Schools <b>£8658</b></p> <p>School trips costed above</p>
	<p><b>Health and wellbeing</b></p> <p>Physical development is not at ARE which means that they have not met their developmental milestones.</p> <p>EYFS pupils are not meeting the 10 Keys to School Readiness which means that they are not school ready, meaning that they have more to achieve to meet ARE.</p> <p>Lack of emotional resilience means they are unable to regulate their own emotions or recognise the emotions of others.</p> <p>Lack of sporting clubs during lockdown means that their stamina and levels of physical fitness is not in line with non-PP.</p> <p>Families have not been able to access the usual referral routes for health due to C-19.</p> <p>Mental health and wellbeing has declined due to the constraints of C-19 - bereavement, separation, anxiety, loss of earnings, changes in family circumstances etc</p> <p>Transition - being September Ready for all children with limited approaches due to C-19</p>	<p>Parents and children feel supported to help manage their mental health and wellbeing and develop positive strategies</p> <p>Children (particularly in EYFS and Year 1) physical development is broadly in line with peers and children achieve GLD in this area</p> <p>Children with health difficulties have a robust care plan in place which impacts attendance, positive experience of school etc.</p>	<p>Forest Schools - improving levels of resilience, problem solving, life skills (<b>collaborative learning identified in EEF toolkit as having moderate impact +5, outdoor adventure learning moderate impact +4 and peer tutoring as having moderate impact +5, children have benefitted hugely from Forest Schools over previous years learning practical and social skills to equip them throughout their lives</b>)</p> <p>Purchase of fine and gross motor resources (<b>difficulties with fine and gross motor skills have a negative impact on other areas of learning including focus, attention, handwriting, co-ordination, hand dexterity, writing stamina etc</b>)</p> <p>School Welfare Officer to support Health and Wellbeing through the provision of Care Plans, administering medicines, First Aid, liaising with families etc (<b>consistency in approach to managing health and wellbeing of pupils, building lasting relationships and trusting relationships with pupils and families help to remove barriers to learning due to health and wellbeing difficulties</b>)</p> <p>Pastoral Lead/PPod to support children and families with pastoral needs, establish and maintain contact with student and parents, safeguarding support through EHAs, referrals, Family Resource Worker, sharing community updates from Early Help (<b>internal evidence and analysis shows how supporting whole families during times of crisis and unrest can impact significantly on a pupil's mental health, attendance and ultimately ability to engage with learning</b>)</p>	<p>SLT</p> <p>HS (DDSL and Pastoral Lead/Family Support) - contact with parents and children as and when needed (sometimes daily, weekly, half termly)</p> <p>VL (SWO) - day to day intervention, regular reviewing of care plans</p> <p>RC (Family Support Worker) - day to day direct work with children and families</p> <p>SENCo - ensure SEMH offer and provision is suitable, arrange training to upskill staff (part of Provision map termly review)</p> <p>PE Leads - provide after school clubs, monitor levels of physical fitness and implement further provision to support this where necessary</p>	<p>SLT (including SENCO and EYFS Lead)</p> <p>PE Leads (KTu/HM)</p> <p>Safeguarding Leads and DDSL (MF/HS)</p>	70%	<p>Forest Schools <b>already costed above</b></p> <p>SWO <b>already costed above</b></p> <p>FRW <b>already costed above</b></p> <p>Pastoral Lead <b>already costed above</b></p> <p>Fine/Gross Motor resources <b>£200</b></p>
Sub-total						£11,858	
Grand Total						£113,530	

Review of the impact of the strategy				
		How the money was spent:	The impact of the strategy: To what extent the barriers were overcome. To include outcome data.	Lessons learned: What did/did not work and why. What are the implications for the next PPS?
1. (AC)		<i>Brief recap for each barrier.</i>	<i>Note the efficacy of the interventions and the extent to which the barriers were overcome. Evidence with data where appropriate.</i>	<i>Identify the approaches that were successful. Explain why they achieved the desired outcome. Identify the actions that were not successful. Explore what went wrong and determine whether it was the approach or the implementation that led to this outcome.</i>
2. (AC)				
3. (AC)				
4. (B&A)				
5. (B&A)				
6. (B&A)				
7. (PD)				
8. (PD)				
9. (PD)				